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ABSTRACT

Each issue of this newsletter focuses on a particular theme and describes programs which young persons have initiated, either by themselves or in cooperation with adults. The purpose is to foster the creation of programs which evoke the emotional and intellectual commitment of high school aged persons. In this issue, efforts of several high school programs to save the environment describe how: 1) seven Neighborhood Youth Corps enrollees helped clean up Oregon's Coos Bay; 2) twenty-two Neighborhood Youth Corps enrollees aided the Health Department in an extensive rodent extermination and clean up campaign; 3) participants in the Technical Recreation Program made imaginative and practical devices out of scrap metal and 'electronic junk'; 4) eight high school students planned and organized an enormous ecology fair for Boulder, Colorado; 5) students at Campolindo High organized an operation named "Earth", in which members fight for ecological causes; and 6) Wilderness High School, located in California, offers school credit hours for participating in environmental education activities. A few funding sources and films are listed. Those interested in receiving information on the 600 programs that "Resources For Youth" maintains on file are invited to write for information. (Author/SJM)

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Resources for Youth

Volume I, Number III

Spring, 1972

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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Peering down manhole in Coos Bay Sewer Project. Photo courtesy of THE WORLD, Coos Bay, Oregon.

CLEANING UP COOS BAY

Coos Bay Sewer Project
Coos Bay City Hall
Oregon 97420

Sometimes it takes smoke bombs, colored dye, and lots of determination to solve a pollution problem. Seven Neighborhood Youth Corps enrollees used all these to stop a sewage leak into Oregon's lovely Coos Bay. It all started when the group noticed the Bay becoming murky with raw sewage -- toilet paper, decomposed fruit and vegetable wastes. Normally, this refuse would be carried by sewage mains to a treatment plant before entering the Bay.

The youths, assisted by a teacher and a city official, studied maps to learn the position of sewage and storm mains in the city. They deduced that sewage was emptying into the storm mains which flow directly into the Bay. On a field map they color-coded houses that would require checking to determine whether they were mistakenly linked to the storm main, or whether their sewage mains were broken.

The youths visited 640 houses and secured permission from the residents to pour colored dye into their toilets. They then traced the dye into the Bay. Soon, they evolved a swifter method. They poured dye into manholes along the sewer system. Finally, they devised an even more speedily effective method -- they exploded smoke bombs in the sewers. The smoke curled out in petunia patches, basements, streets, etc. Wherever smoke appeared, the enrollees indicated a break on their field maps and showed it to the city engineers. In this way, they located breaks in two major sewer systems and pinpointed about thirty houses that were incorrectly linked to the storm system.

SP 004 366

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An urban neighborhood infested by rodents.

URBAN RAT PATROL

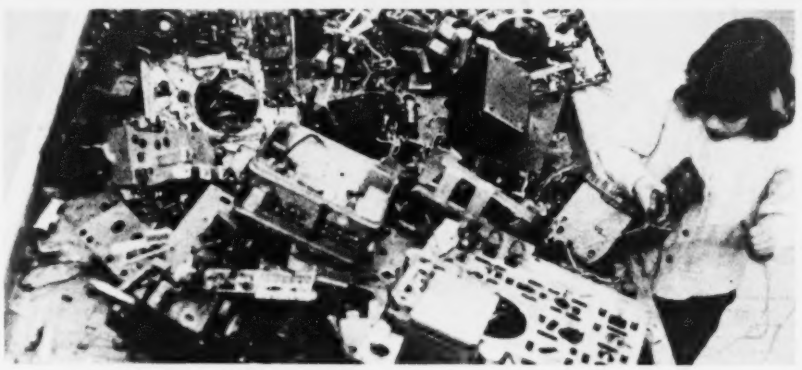
Bureau of Pest Control
349 East 140th Street
Bronx, New York 10454

During the summer of 1971 in New York's East Bronx, 22 Neighborhood Youth Corps enrollees aided the Health Department in an extensive rodent extermination and clean-up campaign. The enrollees teamed up with city inspectors and exterminators to cover a 300 block area. They went on a door to door survey, observing passageways and apartment floors for rodent droppings and gnawings. They questioned landlords,tenants, and superintendents. In the extermination phase, they prepared poison bait and placed it in the infested tenements. After extermination was completed other crews arrived to remove all refuse and garbage from the site and to instruct tenants in how to maintain sanitary conditions to prevent further infestation.

CREATIVE RECYCLING

Technical Recreation Program
910 Central Plaza
Wildwood, New Jersey 07102

Participants in the Technical Recreation Program make imaginative and practical devices out of scrap metal and 'electronic junk.' This material is discarded by local industry and the phone company -- wires, computer parts, switches, batteries, oscilloscopes. Out of the disorderly pile of tubes and tangled wires come painstakingly made flashlights, buzzers, crystal radios, and more complex appliances. The young people rely largely on ideas from books and magazines of popular science that lie scattered about the old, disused school in which the program operates. Many learn by watching more adept and experienced participants. A retired engineer spends a great deal of time with them, explaining such complicated devices as oscilloscopes, static generating tubes, and wave generators. Described as 'relevant recreation' by its director, Tec Rec's participants have put the program on their list of fun things to do.



Scavenging parts from a pile of electronic junk.

AN ENVIRONMENTAL FAIR

SADMESS
c/o The Social Science Education Consortium, Inc.
855 Broadway, Boulder, Colorado 80302

Eight high school students are planning and organizing an enormous ecology fair for Boulder, Colorado. For 3 days in May the downtown business district will be sealed against automobiles; buses will be added to existing routes; and the entire community -- businessmen, artists, housewives, policemen, school and college students -- will concern itself with ecological problems and their solutions.

The fair will have three major areas of emphasis: alternate modes of transportation, recycling methods and materials, and community involvement. The students have asked 2 automobile manufacturers to exhibit their models of experimental, low-polluting vehicles -- steam, electric, diesel cars; bicycles and other forms of 'clean' transport.

A local company, Coors Beer, will demonstrate its aluminum recycler by purchasing and recycling cans on the spot. Students, stationed at various points, will collect materials for recycling. To prove that some materials can be recycled creatively, the Colorado School of Mines will display building tiles made of crushed glass.

The young organizers have made forays into their community and returned with rich surprises. Through group presentations, they have persuaded businessmen to agree to a shutdown of central Boulder. They have obtained the cooperation of the Department of Public Health which will deploy two fully equipped mobile laboratories to test air and water pollution in various sections of the city. A device to test noise levels will operate at the fairground.

Weavers, needlewomen, and potters have agreed to demonstrate their craft and display their work. The visitor may learn how to make stained glass, how to sculpt, or how to make pottery. Or, he may listen as old residents offer an oral history of Boulder, describing its colorful past and the changes that have taken place in the last sixty, seventy, eighty years. Nearby will be an ecological film festival, street theatre, folk and bluegrass music, and mime.

For the more practically minded, forums have been arranged at which citizens may discuss environmental problems with city officials and experts in ecological studies. Sociology students will conduct a survey among visitors to determine attitudes to ecology and the environment. High school and college students will build the geodesic dome that will house a sale of books on environmental studies and a sale of natural foods.

The students who have triggered all this activity are called SADMESS: Student Assisted Development for Materials on Environmental and Social Studies. They work along with a group of social scientists and educators, The Social Science Education Consortium, Inc. One of SSEC's functions is to develop curriculum for the Social Studies using materials from anthropology, geography, economics, etc. SADMESS students are also creating a curriculum of their own, called The Schoolbook. They hope it will be used as a resource by teachers and students for studies in Social Science.

SADMESS students have by now exchanged ideas, negotiated and cooperated with persons from all walks of life: business magnates, teachers, scientists, craftsmen, and city officials. They have designed their fair to actively involve people from the entire community. For themselves, just preparing for it has been a highly significant learning experience. For the days of the fair, the city of Boulder itself will be a 'Schoolbook' for developing an ecological consciousness in its citizens.

EARTH

EARTH, The Ecology Movement
300 Moraga Road
Moraga, California 94556

"You see, where many of us live, everything is measured by status symbols. Everybody tries to show the Biggest, the Most. There's a lot of fighting and grabbing for the Buck:THE DOLLAR FIRST!But now we're getting more people working for something OUTSIDE themselves, for the betterment of mankind. That's the meaning of those old ladies saving their shopping bags. We're refusing the short-term gains of status and money. The gains we're fighting for are long-term, and they involve living for others, even those not yet born." -- A member of EARTH.

--*A student speaking about EARTH.*

Three years ago, some students at Campolindo High organized Smog Free Locomotion Day. On that day, most of the 1600 persons in the school community arrived wearing gas masks and carrying signs. They came from as far as 18 miles away on every imaginable means of transport -- bicycle, unicycle, roller skates, and plain old Shank's Mare. They used almost every form of transport except the motor car. The event was highly publicized and "EARTH" was born.

Since then, EARTH has become a well organized operation with some formidable achievements to its credit. Members have fought for ecological causes on nearly every front and reached throughout their school, their community, and even their nation to find resources to aid them in the battle.

--- They attended a conference of the Federal Water Pollution Control Administration and gained leadership positions in 4 of 11 committees formed. They drew the attention of the conferees to a 1902 law that limits the use of Federal waters to owners of 160 acres of land or less and startled them by asking why that law was not being enforced.

--- With a Physics teacher, they built an electric car and an electric motorcycle.

--- They recycle tons of aluminum; and sell the metal to fund their activities.

--- They provide speakers at the request of schools, service clubs, and conferences.

--- They man an "eco-phone" which handles community queries about ecology.

--- They have initiated several conferences which have been attended by state senators, experts in environmental studies, and students.

--- They have successfully encouraged food stores to introduce organic vegetable counters and local industries to have their employees use carpools to work.

A significant factor in EARTH's effectiveness has been its organization. Students work on projects which interest them, forming small committees to perform a task. Each committee chairman is responsible to the student director of EARTH who, in turn, clears all plans with the faculty advisor to this "extracurricular activity."

Video-taping community response to development plans.

SAVE A MOUNTAIN

Jefferson High School
The Wilderness School
6996 Mission Street
Daly City, California 94104

"Save San Bruno Mountain" is one of several projects undertaken by students at Wilderness School in Daly City, California. The mountain and its environs, "the last open space in the northern part of the peninsula," are endangered by land developers. The students prepared and distributed a fact sheet describing the effects of development on nearby communities--traffic patterns, influx of population, loss of recreation areas, etc. In preparing this material, they consulted with conservation groups, City Hall, university professors and members of the community. In addition, they created a puppet show, a take-off on Red Riding Hood in which the little girl goes to visit her grandmother who lives on the Mountain, and is waylaid by Pluto the Bulldozer, the villain of the piece. A puppet stage mounted on a flatbed truck travelled to six elementary schools in the city. One of the students dressed up as a clown to attract children to the performance.

In another consciousness-raising encounter with their community, the Wilderness students are marshalling facts and figures to counter a plan to redevelop Old Daly City which is inhabited largely by minority groups. They are now assembling a video-tape presentation recording the viewpoints of various factions and interest groups. They will utilize cable tv to show this to the community.

The Wilderness School was created to provide ecological experiences for students in this urban community--in which the rows of look-alike houses inspired the folk-singer Pete Seeger to write the song, "Ticky-Tacky." Wilderness describes itself as a "doing kind of school" which offers situations, confrontations and impressions that are not possible in a traditional classroom setting. On its Truck Farm students grow food organically, build compost heaps, hoe, plant, tend and harvest. At its Environmental Model located on a 60 acre ranch, students have built a 20 foot geodesic dome for use as a classroom. They have also built a solar still (for purifying water by the sun's energy) and a generator to run their power tools.

Wilderness School is an alternative to the regular Jefferson High to which students may choose to go for a semester at a time. At Wilderness they receive credit for activities which bring them a greater enjoyment of nature as well as a greater understanding of problems that presently threaten it.

➔ MORE ECOLOGY PROGRAMS (IN BRIEF):

YOUTH WALKS FOR SURVIVAL
Students seek sponsors to pledge them a sum for each mile walked; then organize large marches or walks to raise money for ecological causes and to increase awareness of environmental problems.

300 Eshelman Hall
University of California
Berkeley, California 94720

Poster advertising a march by Youth Walks.

STUDENTS FOR ENVIRONMENTAL ACTION (SEA)
In association with other environmental groups, students marched to protest the automobile and packaging shows and fasted to protest development plans for Central Park and Jamaica Bay. SEA has unified the activities of several ecology groups. Plans include a vest-pocket park building program and establishment of recycling centers.

80 Central Park West
New York, New York 10023

YOUTH CONVERSATION CORPS
Teenagers are employed by The U.S. Department of the Interior to build trails, park facilities, and fish hatcheries, to plant trees, to study animal habitats, to gather air and water samples, etc. in this program to involve youth in conservation work.

Avenue C between 18th and 19th Sts.
N.W., Washington, D.C. 20240

INSTITUTE FOR ENVIRONMENTAL EDUCATION
Students and teachers are colleagues in summer training to identify environmental problems and develop learning guides for schools. Also under IEE sponsorship, teams of students help schools to initiate environmental projects. In the Cuyahoga Watershed Project, students "adopt" a section of a river in order to study intensively all its aspects.

8911 Euclid Avenue
Cleveland, Ohio

THE PYE CLUB (Protect Your Environment)
High school biology students working with adults successfully sought legislation to protect marshland areas in Connecticut. Members have taught marsh ecology in local schools. They plan to evaluate local dumping and sewage disposal systems.

40 Highland Avenue
Rowayton, Connecticut 06853

➔ RESOURCES YOU CAN USE: FILMS/FUNDING SOURCES

"UP AGAINST THE WALL" details the creation of a 25 by 55 foot mural by young persons of New York's Cityarts Workshop (reported in *RFY I,I*). The film shows each stage of work, from the initial discussions to the festival which celebrated the mounting of this dramatic visual statement of youth's problems and hopes. The film was made by teenage members of New York's Young Filmakers Film Club.15 minutes. Rental $22.50 from Youth Film Distribution Center, 43 West 16th Street, New York, New York 10011.

"IT HAPPENED IN THE CLASSROOM" documents the work of students from Coos Bay, Oregon who stopped the flow of raw sewage into the Bay (reported in this issue of *RFY*). Available free from Instructional Materials Center, 748 Pearl Street, Eugene, Oregon.

THE U.S. OFFICE OF EDUCATION is granting funds for environmental education projects. It defines environmental education as "the educational process dealing with man's relationship with his natural and manmade surrounding, and including the relation of population, pollution, resource allocation and depletion, conservation, transportation, technology, and urban and rural planning to the total human environment." For information write Environmental Education Program, Office of Education, Washington, D.C. 20202. Ask for Handbook on Preparing Proposals under the Environment Education Act.

WHO WE ARE:

THE NATIONAL COMMISSION ON RESOURCES FOR YOUTH is a non-profit organization begun in 1967 by a group of educators, social scientists, and businessmen. It is directed by Mary Conway Kohler. From its inception, the Commission has existed to disseminate information on innovative programs which provide youth with opportunities to assume rewarding and responsible roles in society. The Commission also develops model programs. YOUTH TUTORING YOUTH is a model begun by the Commission in the summer of 1967. It has developed into a nation-wide program with nearly 400 cities participating. Most of the tutors are employed through Neighborhood Youth Corps and are in academic difficulty themselves. These junior and senior high school tutors teach elementary school children on a one to one ratio.

➔ *RESOURCES FOR YOUTH* has on file descriptions of more than 600 programs like those described in this issue. Write if you wish to obtain some of this information for developing programs with youth.

➔ The next issue of *RESOURCES FOR YOUTH* will appear in October, 1972. Forthcoming issues will describe programs in which young people develop curriculum and media presentations, man child care centers, counsel their peers, assist in the courts,etc. Send us the name and address of anyone you think should receive *RFY*.

RFY written by Chitra Karunakaran.
Edited by Peter Kleinbard.

DO YOU KNOW of a project in which persons of high school age are serving others, playing an important role in the decision-making or governance, doing creative work on an independent basis? Please send us as much information as you can about it. Fill out and send us the form below.

Name of the Project_____
Address and Key Person_____

Purposes of the Project_____

What the Young People Do_____

Other Important Aspects of the Project_____

Why Did It Start_____

How Long Has It Been in Existence_____
Scale (Number of Persons Involved, Amount of Funding, Funding Source)_____

Please feel free to add to this outline as well as to send any descriptive material such as articles, proposals, photographs, etc.

RESOURCES FOR YOUTH is a bulletin of The National Commission on Resources for Youth, 36 West 44th Street, New York, New York 10036. Its goal is to foster the creation of programs which evoke the emotional and intellectual commitment of high school-aged persons. The bulletin will describe programs which young persons have initiated, either by themselves or in cooperation with adults. We hope these ideas and descriptions will help you to develop new activities. We invite you to write to us or to the projects for more information. Or, use the enclosed form to tell us about your activities.

THIS ISSUE: EFFORTS BY HIGH SCHOOL STUDENTS TO SAVE THE ENVIRONMENT

OREGON: CLEANING UP COOS BAY
NEW YORK CITY: EXTERMINATING RATS
COLORADO: CREATING AN ECOLOGICAL FAIR
NEW JERSEY: RECYCLING "ELECTRONIC JUNK"
.....AND MUCH MORE.

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